

**Principal**  
Mark Cassar

**Vice Principal**  
David Clifford

**Head Secretary**  
Iside Maletta

**School Council Chair**  
Carolyn Koziolk

**Superintendent**  
Cathy Saytar

**Family of Schools**  
Brampton East, Caledon,  
Dufferin, Malton

**Wards**  
2

**Trustees**  
Thomas Thomas

**Parish**  
Our Lady of the Airways

**Parish Priest**  
Monsignor Iverinci

**Parish Telephone**  
905-677-4615

**Regional Secondary  
Schools**  
Ascension CSS.

**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci



**Dufferin-Peel Catholic District School Board**



## School Plan for Sustained and Continuous Improvement 2008 - 2010

### Holy Cross

3615 Morningstar Drive Mississauga Ontario L4T 1Y4

<http://www.dpcdsb.org/HCROS>



*Christian Living, Disciple and Knowledge.*

***Mission Statement***

As a Catholic School Community, we commit ourselves to nurture and develop the spiritual, intellectual, physical and social growth of each student. We pledge to promote an effective partnership with the home, the school and the Parish in a safe, caring, inclusive and Christian environment.

The mission of Holy Cross School is to further develop the faith of our members and to recognize that God lives in all of us. We strive to promote academic excellence in a success oriented environment. Through social outreach programs, we strive to help students develop healthy minds, bodies and spirits. Instilling self respect and respect for others as well as compassion and empathy are of foremost importance to our mission.

“Christian Living, Discipline, Knowledge” continue to serve as the foundation of our mission at Holy Cross Catholic School.

*We are Holy Cross Catholic Elementary School*

**Our School Profile**

As faculty, we commit ourselves to nurture and develop the spiritual, intellectual, physical and social growth of each student, in partnership with parents and the Church in a supportive and professional environment. Holy Cross Catholic Elementary School is located in Malton, in the City of Mississauga. The student population, approximately 510 students from Junior Kindergarten to Grade 8, come from a wide range of social and ethnic backgrounds reflecting the increasing diversity of cultures found within Mississauga. Malton is the most diverse community in Dufferin-Peel. Our students come from Africa, the Caribbean, Portugal, Italy, India, as well as many other countries. Our students come from over 55 different countries and speak over 35 different languages. The area consists of single-family dwellings, apartment complexes and town homes and housing complexes.

***Some 70% of Malton consists of Immigrants. Malton is the most diverse community in all of Dufferin Peel. As such, Holy Cross is a micro-representation of this diversity.*** Holy Cross Catholic Elementary School is an important facet of Malton life. At its largest, Holy Cross had over 1000 students. As immigration trends changed, numbers declined as replacement families into Malton often came from non-Catholic backgrounds. Holy Cross Catholic School is one of the largest schools in Malton, and therefore must place a great deal of importance on providing for a large number of students, each with different strengths and needs. We are committed to the Mission statement of the Dufferin Peel Catholic District School Board, with everything focusing on the Catholicity of our community. **Within diversity, our faith is our common bond.**

At Holy Cross, one finds a great diversity of global Catholic cultures, languages and populations that in many ways are "strangers" to each other. In the classroom, we see embodied the very meaning of "Catholic" or "universal" in students and teachers who are Catholic Christians, but who may be practicing other Rites within the Catholic Church besides the dominant Roman Rite - yet all in communion with Rome and the Pope. There are the Ukrainian and Greek Catholics as well as Coptics from Egypt, Ethiopian Catholics from Africa, Syrian and Antiochan Catholics from Lebanon and Syria, Armenian Catholics and Malabar Catholics from India. The students from these areas of the world have an ancient and rich heritage that can enrich and deepen our understanding of our faith in Jesus and practice of discipleship - but only if we name, recognize and celebrate this cultural and religious diversity in our classroom, in our school and in our school board.

Holy Cross is committed to Catholic education as outlined in our mission statement. We have set ideals and expectations for the behaviour of our students. We want all of our students to have the knowledge, the ability and the desire to embrace the teachings of Jesus Christ and to incorporate the values into their daily lives. At Holy Cross we provide a safe and comfortable learning environment where Gospels values and Catholic doctrines are an integral part of our daily life at school. We emphasize the values of respect, courtesy, and helping others.

We believe that in working together with parents, staff, parish and the community, we can provide an environment that promotes self-worth and self-discipline that will help students develop to the fullest of their potential and encourage them to acquire the values, beliefs, attitudes, knowledge and skills that will allow them to be valued members of our society.

**Measures of Student Achievement and Success**

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

**Provincial Measures of Student Achievement**

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. ***Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.***

**School, Board and Provincial Achievement Results: 2007 - 2008**

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>59%</b>	<b>78%</b>	<b>69%</b>
Board	<b>65%</b>	<b>71%</b>	<b>68%</b>
Province	<b>61%</b>	<b>66%</b>	<b>68%</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>51%</b>	<b>63%</b>	<b>39%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</b>

Dufferin-Peel Catholic District School Board  
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Catholicity</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, students, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <p>•Review board-wide and school expenditures in the area of Religious Education and faith formation during the 2008-2009 budget year, to determine the average budget commitment and make recommendations for future annual budget commitments commencing in 2009-2010.</p>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</li> <li>• Continue to provide significant portion of school budget to Religious Education and Faith formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent, teacher and pastoral staff involvement and attendance at liturgies, celebrations and Sacramental events.</li> <li>• Continued funding for liturgical material for school “Sacred Space”.</li> <li>• Continued financial support for purchase of religious material for school library and classroom libraries.</li> <li>• Continued financial support from School Council for Sacramental preparation in grades 2 and 8.</li> <li>• Continued financial support for school based liturgical events for staff through the Liturgical Committee</li> <li>• Continued implementation of Catholic symbols throughout the school, including stained glass at the front of the school.</li> <li>• Promotion and continuance of the Living Our Faith Awards ceremonies</li> <li>• Promotion and continuance of the WWJD birthday bracelets initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Liturgical committee and students</li> <li>• Continued analysis of budget process based on feedback from Liturgical Committee, staff and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• April 2009</li> <li>• Ongoing feedback will inform the school’s planning for next steps</li> </ul>

<p><b>Community Development</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <p>• Increase awareness and build system-wide capacity towards the development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p>	<ul style="list-style-type: none"> <li>▪ Implement PALS</li> <li>▪ Youth Faith Ambassadors</li> <li>▪ Staff PD re: Ron Morrish principles of school-wide discipline.</li> <li>▪ Continued implementation of Bill 212 – progressive discipline</li> <li>▪ Restorative Justice implementation</li> <li>▪ Focus on prevention before reaction.</li> <li>▪ Continued implementation of the Anti-bullying student team.</li> <li>▪ Continued focus on providing students with extra-curricular activities inside and outside the school</li> <li>▪ Continued school climate monitoring</li> <li>▪ Recess activities, playground schedule and active supervision to keep students focused.</li> <li>▪ Continued focus on Faith formation to promote Christian behaviour.</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> <li>• Reduced suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing in 2008</li> <li>• April 2009</li> </ul>
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Dufferin-Peel Catholic District School Board  
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Excellence in Student Achievement</b></p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <p>• Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools in order to contribute to the development of the whole child.</p>	<ul style="list-style-type: none"> <li>• Develop critical literacy skills across the curriculum in all grades</li> <li>• Continued implementation of:                             <ul style="list-style-type: none"> <li>○ Guided reading</li> <li>○ Independent reading</li> <li>○ Shared reading</li> <li>○ Writing strategies</li> <li>○ Modeled writing</li> <li>○ Shared writing</li> <li>○ Interactive writing</li> <li>○ Guided writing</li> <li>○ Literacy room use</li> <li>○ Classroom library use</li> </ul> </li> <li>• New focus on math instruction to focus on manipulatives, technology, written communication/journal writing and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• A focus on critical literacy in school and classroom.</li> <li>• Continued improvement in decoding and reading comprehension as indicated by PM Benchmarks results.</li> <li>• Continued improvement in CASI scores.</li> <li>• Clearly demonstrated use of Balanced Literacy in the classroom</li> <li>• Use of Smartboards to promote best practice in the delivery of the math curriculum.</li> <li>• Focus Special ed. Support on literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Improved critical literacy as evidenced through a variety of assessments including:                             <ul style="list-style-type: none"> <li>○ CASI</li> <li>○ Student work samples</li> <li>○ Teacher observation</li> <li>○ EQAO</li> </ul> </li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

<p><b>Financial Accountability and Transparency</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> <li>• Focus budget on providing all necessary learning materials</li> <li>• Support music, religion, the library and physical education as important components of school life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> <li>▪ Investments in the literacy room, classroom libraries, teacher resources, student learning material will all continue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets on a monthly basis</li> <li>▪ Review will VP budget process</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> </ul>
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<p><b>Student Enrolment Impact</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <p>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</p>	<ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> <li>▪ Closely monitor student transiency throughout the year and especially in June with a focus on communicating with parents about moves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

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